

A PASSION FOR FULL INCLUSION: INTEGRATED STUDIES AT MILLERSVILLE UNIVERSITY

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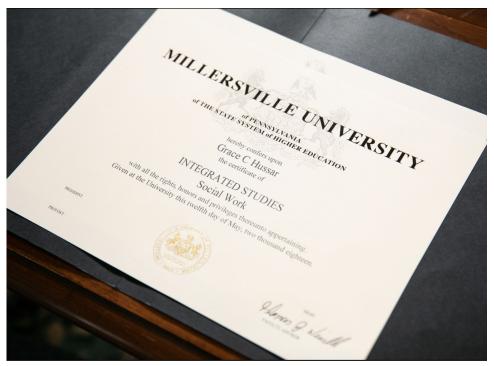
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Copy of the Integrated Studies Certificate

INTRODUCTION

Options for inclusive postsecondary education for students with intellectual disability are increasing around the world (O'Brien, Bonati, Gadow & Slee, 2019). There are currently 260 institutions of higher education in the US providing access to students with intellectual disability (Grigal, Hart & Papay, 2019). This bound article describes one such program, the Integrated Studies Initiative at Millersville University, sometimes referred to as the "Millersville model."

Integrated Studies is an example of what may be called fully inclusive postsecondary education and is intentionally different to partial or hybrid models of inclusive postsecondary education. This paper describes the rationales, principles and practices that guide this model in the hope that others will see the value of full inclusion and develop their own fully inclusive initiatives for their own institutions of higher education.

The first student enrolled in the Millersville initiative in the fall of 2014. One student, a graduate assistant, a full-time MSW student and a faculty advisor were the entire program at the time. The goal in the first year was to set the foundation for the six people that the program planned to enroll in the fall of 2015. Over the ensuing 4 years the program has enrolled a total of 30 students with intellectual disability as full-time admitted students.

The Integrated Studies initiative at Millersville University is a fouryear liberal arts certificate that offers individual support in areas of academics, independent living and employment opportunities. It works very much like any degree program with a curriculum sheet that is formatted just like those used for typically matriculated students.

Interested students apply directly to the program. Once admitted, staff conduct some planning activities and students then start to attend courses based on their interests. There are 36 credits of coursework with a requirement of 3 internships. Professors act as academic advisors as they do with all typically matriculating student. The most popular first year courses are English Composition, Fundamentals of Speech, and Wellness. Popular second year courses include Cultural Anthropology, Popular Music, and Modern Social Welfare Dilemmas.

The majority of students audit classes rather than take courses for credit. The university allows students to take a maximum of 4 courses (12 credit hours) for credit without declaring a major. Some students earn university credits for some courses. There is no limit on how many credit hours a student may take for audit. All registered students must ask permission from teaching faculty before auditing a course. Students pay a program fee which

provides for up to 13 hours per week of coaching support which they may use to support them in academics, campus life or work.

Typically, coaching starts with providing assistance with academics but this usually decreases when students realize they don't need someone in class with them all the time. After the first few weeks support tends to focus more on homework, support for social events and campus life and then later for employment rather than in-class participation.

The total budget to support 16 students is \$400,000. Students pay tuition and fees as do all typical students. In addition, a \$5,300 per semester program fee provides for coaches. Sources of funding for individual students include a mix of private pay, Medicaid Waiver, Pell Grants, Pennsylvania Office of Vocational Rehabilitation and local School District funds. With 16 students a year the program is able to retain some earnings which is used to build a scholarship fund for students who need tuition assistance.

The salaries of two directors, student coaches and a faculty administrator are fully funded from student fees and tuition.

The university makes these funds available directly to Integrated Studies (less 10% for overhead). This is a favorable and unique situation for an in-University program and is a significant benefit for the program and its sustainability.

Recruitment of students has happened largely through word-ofmouth and other informal methods although staff members do attend transition fairs and maintain a web presence. The first several years of the program saw more potential students applying than spaces available. In 2018 there were more than 35 applicants for 5 available openings.

The selection process consists of an online application that replicates Millersville's general education application. Because Integrated Studies is a Comprehensive Transition Program¹ additional diagnostic and clinical information about a person's disability is also required. Reference letters are requested and an interview is conducted in the early spring with the family and the prospective student. This interview usually takes two and a half

¹ An approved Comprehensive Transition Program makes it possible for eligible students to receive federal financial aid.

hours. After this interview students tour the university with staff and coaches while their parents are interviewed.

Applications are collected by the University Admissions department then forwarded to the Integrated Studies Admissions Review Panel. This panel is made up of the Director of Admissions, Associate Vice-President of Student Affairs, Program Director, Assistant Program Director, an OVR Representative, a faculty member and the principal investigator. Each application is reviewed for eligibility, likely level of support needed as well as the level of student and family interest in a fully inclusive university placement. A student cohort is then developed that matches student needs with the capacity of the program and university to meet those needs.

Graduates of the initiative receive an official certificate from Millersville University. The Provost agreed that this certificate would look exactly like the regular Millersville University diploma except for the word "certificate" rather than "diploma." This certificate is a meaningful credential because the Integrated Studies curriculum has been officially approved through the regular

university curricular process and also because the program is an approved Comprehensive Transition Program.



Integrated Studies' Student Working on Assignments

RATIONALES FOR INCLUSIVE POST SECONDARY EDUCATION

Integrated studies was initiated with the stated aim and purpose of being fully inclusive for the following reasons.

1. UNIVERSITY IS A NORMATIVE PATHWAY TO ADULTHOOD

Normative pathways are practices of life and culture, often beginning from birth, which are ordinarily pursued by individuals without disabilities (Uditsky, 2012). For example, obtaining employment and pursuing a career does not begin at the commencement ceremony but represents the culmination of many years of high expectations and educational experiences in a pathway that began in kindergarten and continued through high school to university, community college, technical institutes or professional school. The more one is embedded in these normative pathways the more likely one it to achieve a good life within one's cultural norms. Inclusive postsecondary education is one powerful way to embed students with intellectual disabilities into the postsecondary education stage of a culturally normative pathway to employment and adulthood. Seen in this way, inclusive postsecondary education is not merely an isolated, discrete, stand alone "transition program" but a valued next step in the pursuit of a good life.

The concept of natural pathways provides a culturally valued framework that may be usde to make decisions and move forward in one's life. For example, universities have culturally normative expectations of students, they use culturally normative language, tools and methods in culturally normative and often highly valued settings, with highly valued and qualified faculty and staff.

They use a developmental model spread out over a number of years and present a wide variety of choices to students including social, recreational and employment experiences. Adapting all these practices to the needs of students with intellectual disabilities provides authentic opportunities that may be difficult to find so readily in other settings.

2. INCLUSIVE POST SECONDARY EDUCATION FURTHERS THE DIVERSITY MISSION OF THE UNIVERSITY

The current plan of the Millersville University Cabinet specifies the following mission and vision.

MISSION:

Millersville University provides diverse, dynamic, meaningful experiences to inspire learners to grow both intellectually and personally to enable them to contribute positively to local and global communities.

VISION:

We will transform each learner's unique potential into the capacity for successful engagement in career and life opportunities.

Students with intellectual disability add a new dimension to the depth and structure of student diversity. In addition, the vision of transforming unique learner's potentials for career and life opportunities fits exceptionally well with the needs and wishes of many students with intellectual disability. In short, inclusive postsecondary education is highly compatible with both the mission and vision of a modern university and also with the needs and wishes of students with intellectual disability.

3. INCLUSIVE POSTSECONDARY EDUCATION IS A RIGHT

The UN convention on rights of persons with disabilities discusses education in Article 24, Section 1:

States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- (a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
- (b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
- (c) Enabling persons with disabilities to participate effectively in a free society.

Inclusive postsecondary education is directly relevant to this internationally recognized right to inclusive and lifelong learning.

4. INCLUSIVE POSTSECONDARY EDUCATION AFFIRMS FOUNDATIONAL PERSONAL IDENTITIES

Normalization and Social Role Valorization (Wolfensberger, 1972; Wolfensberger, 2013) outline five foundational personal and social identities that should be accorded people with intellectual disabilities (Elks, 2017). These identities include seeing the person as a human being, as a citizen, as a developing person, as "like me," and as having valued social roles. Two of these identities have

particular relevance to inclusive postsecondary education, namely being seen as like other students and having a valued social role.

Wolfensberger (1972) emphasizes that services and supports are most effective when "presenting, managing, addressing, labeling, and interpreting individual persons in a manner emphasizing their similarities to rather than differences from others" (p. 32). This is further reinforced in social role valorization through its provision to foster personal identification where one person sees another as being like themself, as having things in common, perhaps even seeing themselves in the other person (Wolfensberger, 2013). This theme is specifically aimed at dismantling the prevalent mindset of seeing people with disabilities as the "other" and not like "us."

Inclusive postsecondary education designs processes and procedures to include students with intellectual disability into the regular and culturally valued aspects of university life like everyone else on campus and in doing so strongly emphasizes the fact that people with ID are more similar to typical students than they are different.

Similarly, the social roles a person occupies have a large influence in determining a person's sense of individual identity and self-worth. For example, Wolfensberger (1992) states that "roles are so powerful that they largely define *who we are*" (p. 20), and "roles define virtually all aspects of people's lives, such as who one is, what one does, how and with whom one acts" (Wolfensberger, 2013, p. 61). Thomas and Wolfensberger (1999) assert that "for all practical purposes, many of the roles that a person fills in life, especially the major ones and in their aggregate, become that person's identity; or to put it another way, people generally become the social roles they fill" (p. 127).

In according people with intellectual disability the highly culturally valued role of university student, inclusive postsecondary education is supporting people with intellectual disability to have a positive sense of self-worth and a positive personal identity.

5. LIFE AT A UNIVERSITY IS A GOOD LIFE

In addition to the rationales described above, living on a university campus is a good life. Virtually all people aspire to a good life and this is no different for people with intellectual disability. While the concept of a good life is the goal of most services and supports for people with intellectual disability there are many different concepts and approaches as to what may constitute a good life.

Elks (2019) describes 12 dimensions of a remarkable consensus shared by four prominent theories of a good life for people with intellectual disability: Social Role Valorization theory, Citizenship Theory, Quality of Life and Person-centered Planning. The 12 shared dimensions include higher meaning and purpose, respect, rights, social inclusion and belonging, close relationships, contribution, voice and choice, emotional well-being, growth and development, home, materiality, and health. Inclusive postsecondary education affords opportunities to fulfill many, if not all, of these dimensions of a good life.

6. DEMONSTRATED BENEFITS OF INCLUSIVE POSTSECONDARY EDUCATION

Dozens of evaluation studies show overwhelmingly positive outcomes for inclusive postsecondary education. For example, Sheppard-Jones et al. (2018) reports that inclusive postsecondary

education has been key to promoting self-determination, increased feelings of self-worth and developing skills to promote emotional and material well-being. Corby (2018) reports that inclusive postsecondary education provides people with intellectual disabilities with better employment opportunities, greater confidence and independence and wider social networks than alternative approaches to transition.

Given the above rationales, one could ask why a postsecondary education initiative would not want to be as inclusive as possible? Why would an initiative, for example, not want a student with a disability to participate in the normative postsecondary pathways to the fullest extent possible? Why would such an initiative inhibit a student in exercising their right to inclusive and lifelong learning? Why would the initiative not want people with intellectual disabilities to be seen as more similar to their fellow students than different? Why would the initiative not want the best possible life for students with disabilities? And why would the initiative not want the demonstrated benefits of inclusive postsecondary education to accrue to students to the maximum extent possible?

Fully inclusive postsecondary education lays down a vision to strive towards and implies that any retreat from a vision of full inclusion needs to be carefully justified.



Integrated Studies' Student Presenting at Panel Discussion on Expanding Access to Higher Education for Students with Disabilities

KEY PRINCIPLES AND PRACTICES

The formative years of the Integrated Studies Initiative have shown that there are a small number of key concepts that are returned to on a regular basis to maintain the program's vision and focus. These concepts are outlined below.

1. EXAMINING UNCONSCIOUS ASSUMPTIONS

Unconscious assumptions about disability are pervasive on campus, even among program staff. For example, this initiative

began as a two-year program, but why only two years? Was it because program designers did not see students with intellectual disabilities as capable of sustaining four years on campus or perhaps were thinking that this program was more like a two-year community college program held on a university campus?

It is not unusual for students at Millersville to take more than four years to complete a Bachelor's degree, sometimes twice that time. Why was it initially assumed that students who have not had all the advantages of other students coming to college and have an intellectual disability, or some other kind of learning disability, are going to gain all they can or all they need in just two years? Like many people, some unconscious assumptions held by those designing the program needed to be re-examined in the light of experience.

Others on campus also have unconscious assumptions. Program leadership was called at one time about a young man who was being disruptive in a theater class and had been asked not to return to the class. This class was held in a nearby downtown campus location every summer at Millersville. The student did however

return to class and began shouting and he was again asked to leave. Integrated Studies staff was called as it was assumed that they would know about this student and could perhaps help the situation. It was soon discovered however, that the student was not part of the Integrated Studies initiative. The unconscious assumption that had been made was that a disruptive student must be "one of ours."

Organizing employment opportunities provided Integrated Studies leadership with another example of unconscious assumptions. Integrated Studies collaborates with another department that plans internships across campus for all students. The department teaches resume building, interview skills and how to access their database of potential employers, which are all very useful skills for job seekers. However, during preliminary discussions an instructor suggested that a special employment class be formed. This idea is an obvious suggestion because forming special classes is still a widespread practice when it comes to students with intellectual disability. In keeping with the vision of full inclusion however, Integrated Studies leadership were able to negotiate that students

with intellectual disability be supported to attend to the typical career preparation classes that were available to all students.

On another occasion there was a situation in a dormitory where a student was not getting along with her roommate. The roommates were arguing with each other and were unable to resolve the situation themselves and Integrated Studies was asked to help. Typically the resident advisor would broker a discussion between the two roommates to help them sort it out between themselves. A deeper analysis however, revealed that no one would talk to the person with an intellectual disability about what was going on because they did not want to hurt the feelings of the student with intellectual disability. The unconscious assumption was that people with intellectual disability are not able to handle interpersonal relationships in the same way as their fellow students.

It is important to continually examine assumptions. Staff and leadership make sustained efforts to challenge themselves, their thinking and their own implicit biases and stereotypes about having students with intellectual disabilities on campus.

2. A PASSION FOR FULL INCLUSION

At Millersville the decision was made from the beginning to be fully inclusive in all they do, from a prospective student's application through graduation. If a student comes to Millersville they can expect to be doing exactly what everyone else is doing on campus with the supports and services they need to participate fully.

Being fully inclusive was a conscious decision because program leadership believes that part-time inclusion soon degenerates to less and less inclusion and that, given the prevalence of unconscious assumptions to segregate students with disabilities into special groups and classes, that inevitably it will be inclusion that is compromised. Furthermore, since it is more difficult to increase inclusion than it is to increase segregation, starting with an expectation of full inclusion is a better foundation than starting with partial inclusion and hoping to increase to full inclusion at a later date.

From the perspective of Integrated Studies leadership, full inclusion has always been the vision and goal of services and

supports for people with intellectual disabilities. For example, Nirje (1985) referred to making available patterns of everyday living that were "as close as possible to or indeed the same as" the regular ways of life of society (emphasis in original) and Wolfensberger (1972) referred to integration as "those practices and measures which maximize a person's (potential) participation" in the mainstream of their culture (p. 48, emphasis added). Similarly, O'Brien (2015) envisions universities that are "fully inclusive" (p. 8). Thus, partial or incremental inclusion is not the approach Millersville takes or recommends. Not striving for a vision of full inclusion assures that it will not be met. In this respect, it is noteworthy that 100% inclusion across all areas of campus life is the goal of the National Coordinating Center at Think College (Grigal, Hart & Papay, 2019).

Leadership staff agree with Hughson and Uditsky (2019) that "the degree of intentional, inclusive supports offered to the student is entirely related to leadership beliefs about inclusion" (p. 59). Achieving full inclusion is often more a function of the values, knowledge and commitment of leadership than with student abilities, a lack of evidence or restrictive institutional rules and

regulations (Uditsky and Hughson, 2012). As a result of this approach, Integrated Studies does not provide special classes for groups of students with intellectual disabilities because placing students in special classes will provide less challenge and lower expectations than would be the case in a typical classroom. Students are also not likely to feel as valued in segregated settings as they would in typical settings. We all learn a great deal from someone who is different from us even when we may not agree with their ideas.

Students with intellectual disability often say they will never be able to compete in a regular education class but by the end of the semester are doing coursework they never imagined possible. One student was very proud to get a thirty-eight out of forty on a speech assignment. If she had gotten 38 in a special class with only students with disabilities she may not have felt as proud of herself as she did.

3. DEFINING INCLUSION USING THE CULTURALLY VALUED ANALOGUE

The issue of the definition of inclusion often arises when planning and discussing the concept of full inclusion. Clarity in the meaning of full inclusion is a significant contributor to the achievement of quality in inclusive postsecondary education (Uditsky, 2012). Integrated Studies uses the concept of the culturally valued analogue to define and craft any necessary student supports for full inclusion.

The culturally valued analogue (CVA) is defined as:

A societal practice (a) which can be encountered with at least reasonable frequency in the valued sector of society, (b) with which most members of the society would be familiar, (c) of which most members of the society would hold positive expectations and images, (d) which constitutes a valued parallel to a practice performed by or with devalued people (Wolfensberger & Thomas 2007, p. 30).

For example, a local neighborhood high school is the CVA for a special high school. For adults with intellectual disabilities, college, university or technical schools are the valued analogues to the practice of keeping a student in high school until age 22, perhaps

with some work experience at a sheltered workshop or participating in various kinds of "transition programs."

When talking to people on campus the CVA is described as "like everyone else." While this is a weak version of the definition, as an introduction to the concept it does describe what the assumptions are and is a very useful expression for quickly communicating the idea of full inclusion to people.

Conversations about the CVA take place often and people soon begin to rely on the concept as an overarching standard for assessing the inclusion of students with intellectual disability. For example, when senior administrators are faced with questions from their staff that they have difficulty answering they frequently fall back on the concept of "like everybody else."

Since college and university meet all the criteria for a CVA of postsecondary education they are obvious settings for students with intellectual disabilities. Rather than create something new that may or may not meet the standards of a CVA, colleges and universities already exist in every part of the state and the issue

becomes how to open these campuses to students with intellectual disability rather than create new and special settings.

As culturally valued institutions, Colleges and universities have extraordinary resources available to students. Everything a young person needs to develop into adulthood is usually available to them on a college campus. Students can learn how to make friends and have a variety of relationships, engage in challenging academic study, learn to compete in the world of work, learn how to do their laundry, manage their budget and make decisions. Although each institution is different, colleges and universities in general represent a culturally valued avenue for transition that has worked well for centuries. Why try to invent something else when students with intellectual disability can be included in the best way the culture has developed so far?

4. GOING THE EXTRA MILE TO FACILITATE FULL INCLUSION

It is often not good enough to be satisfied with doing the ordinary things because the ordinary will often not be enough to achieve success with a student who has an intellectual disability. For example, it may not be enough to simply attend a campus-wide activity fair, where student clubs put up tables and students walk around and search out campus clubs they would like to join. To be successful in this aspect of college life students may need to be supported in joining two or three clubs, to put meeting dates and times in their calendar, assistance with what to wear, social etiquette and the like and, ideally, to have someone in the club who can serve as their sponsor. Typically, student clubs do not provide sponsors but this may be something that some students need in order to fully participate in the club. If a student has spent most of their high school years in segregated settings it is understandable that they may have trouble integrating socially and culturally into typical campus-wide clubs.

Similarly, it's not good enough for students to merely attend class. Someone has got to be looking out for inclusion in the class structure and process, at least initially. For example, are students in sub-groups? Is the student actively participating or just sitting in class? Someone has to check when assignments are given and when they are due and the level of assignments that must be completed if the student is auditing. It is good to know if a

professor is inclined to call on students at the beginning of class and if so how to make sure that the student will have a ready answer. These are things that rise above the ordinary and must be done competently and confidently and with some degree of finesse.

Furthermore, program leadership may think they and the university are being inclusive and accessible to people with disabilities but students themselves may not share that perspective. It is not enough to make campus accessible physically, it must be made accessible for the person to engage socially and emotionally as well. If a student enters a space that does not allow them to fully participate in an experience in the way that others are able to then something is wrong and the student may leave with half the potential experience and sometimes not even that. So it is important to make sure that whatever learning is going on that every student is able to access it.

5. UNDERSTANDING THE WHOLE PERSON

Students often say they are coming to university to study a specific major but this is sometimes more about their parent's concern to

get an education that will lead to employment in return for all the tuition they are paying than the actual student's interest. It is easy to forget about some of the most important things about postsecondary education such as the growth of the student as a human being and learning how to build relationships. Assisting students to come to an understanding of the space in this world they are going to hold and how they are going to contribute to the community is just as important an aspect of postsecondary education as the major a student has chosen.

The appeal of college for many students, is their need to find out who they are outside of their families or outside of the life they have been living up to that point. College provides that opportunity but it also has the potential to provide supports and nurturing that is different than what has been provided from one's family or from one's school experience. Thus, most students are less concerned about academics than they are about fitting into the new experience of college. University can assist students to achieve many of these good things, and if the environment can be inclusive enough that he student is accepted, the formal classes

may become almost secondary to the value of what is being attained in terms of their personal growth and future happiness.

6. BALANCING LIBERAL ARTS WITH CURRENT AND FUTURE EMPLOYMENT

There is a great deal of pressure from the federal government, from families, from the Office of Vocational Rehabilitation, and from society in general to focus on employment as the goal of postsecondary education. Employment is important to academic study for all students because students need some experience of the real world in order to have something on which to reflect. Any student who earns a degree only having taken classes and absent any experience of clubs or employment graduates the lesser for not having done so.

Having a job, on campus or off-campus, while in college is also culturally valued. Currently all integrated studies students have jobs of one kind or another and each student's curriculum sheet includes internships and employment. Typically, Integrated Studies students start out working in campus offices or with the costume shop, working for sports teams, dining services, the exercise room

or in the student center. Some students have off-campus jobs.

The curriculum requires three internships including one that is off-campus.

Preliminary data regarding employment outcomes and inclusive postsecondary education are limited but encouraging. For example, data from the Inclusive Postsecondary Education National Coordinating Center annual report (Grigal, Hart, Smith, Papay & Domin, 2018) indicates that 65% of students have a paid job one year after exiting their postsecondary education which compares favorably with 17% of the general population with developmental disabilities who have a paid job in the community.

On the other hand, a very important aspect of what we do at Millersville is to provide a Liberal Arts education. Integrated Studies also holds the value of a liberal arts education for inclusive postsecondary education in that we aim for a well-rounded education rather than a more specific or applied course of study such as occurs in training of industry certificates. While it is critical that students have jobs when they are in school and that they are or remain employed when they leave it is just as important

that Integrated Studies is not seen as a vocational program disguised as a university major and that there is value in academic studies and student clubs whether a student finds a job at graduation or not. Sometimes holding up the value of liberal arts can be difficult however, given the current strong emphasis on attaining employment upon graduation.

7. SAFETY AND SECURITY

There are security concerns for students with intellectual disability in addition to those for other students. There are many eyes on campus looking out for the personal and security concerns of all students, but this issue is an ever-present concern to program leadership. Recently two general education students, a brother and a sister, were run over by a car in the middle of campus and are in intensive care.

Students are taught how to use the University *LiveSafe* app to help to keep them safe. Just like any other student, learning to take precautions and think about the decisions they are making is extremely important. Discussions take place around, for example, possible unsecure scenarios such as coming back from a class late

at night, going out with friends to a party, not getting into a car being driven by someone who has been drinking, not letting anyone into your room if you do not know them well and not leaving the back door of the residence hall propped open because people need to sign in at the front door.

Another reason to be highly concerned about safety and security for students with intellectual disability is that if something ever does happen in the future it is highly likely that people will blame it on intellectual disability rather than the circumstances or other considerations. This in turn may possibly bring into question the presence of students with intellectual disability on campus.

Students are safeguarded as much as possible through the awareness of coaches, in the relationships students build with staff including residential staff, police, health services and janitorial. Staff leadership are members of the campus first responder committee which is made up of a variety of people across the University including the Millersville University police. This committee looks out for student safety across the entire campus

from terrorist attacks and active shooter scenarios to crossing the street, sexual assault and drinking problems.

Students are introduced to police officers whenever appropriate. At first leadership was worried that security personnel would be too concerned about safety and security and want to know who the integrated studies students are and where they are at all times. It turns out however that this can be a good thing. Police officers have become very vigilant but not in an obtrusive way. For example, if an officer sees a student in the student center at 4:45am they will not say anything to the student but may call the office and ask if the student is okay.

A great deal of time is spent introducing students to staff across the University. Staff who clean and maintain the property, the people who cook and do the food service, the librarians, and the residential staff all tend to know Integrated Study students. Safety and security is a high priority for all students on campus and leadership assumes that if they undertake the necessary due diligence that if something untoward happens then someone on campus will notice it and take appropriate action.

Additionally, safety and security concerns are very important to parents. While students in general think about safety and security to a much lesser extent than their parents, parents frequently ask program staff questions such as who can get in the residence hall? how do people get in? and what about parties? These questions seem to be at a more heightened level compared to families who have typical students attending Millersville University. Because of these concerns great care is given in engaging with parents in a manner that respects students' autonomy while allaying parental fears as much as possible.

Students learn a lot about safety and security issues and about the precautions they can take. However, campus cannot be a fortress and the role of staff is more to educate students on how to be safe and not to be 24-hour chaperones. A lot of campus life takes place at night and staff do not want students to be so scared that they will stop trying new things or hide in their rooms the minute the sun goes down.

8. USING THE BOX TO STAY OUT OF THE BOX

Establishing an inclusive initiative on campus is not easy. Just recently a new administrator remarked that their new job was to "define the box and keep staff in it." This is a very good description of the role of the administrator and very much needed in large organizations. However, the metaphor of the box illustrates the struggle new programs face because inclusive postsecondary education has not historically been "in the box" in the first place. Interestingly, the metaphor of the box could also include students with disabilities and their families who themselves have in many cases been kept in the "special education box" far from the valued core and pathways of an inclusive society. Gatekeepers are necessary because large organizations would fall apart without them, but some rules need to be changed and that can be difficult.

Integrated studies was not invited to be a part of the university but had to push itself into the box from the outside. There are several strategies that may be used to establish the initiative as an integral part of the fabric of the university rather than an interesting but perhaps temporary "add-on." Using existing rules and regulations,

processes and procedures to include rather than exclude may be seen as ways to "institutionalize" an inclusive initiative by "using the box to stay out of the box." Strategies that have proved to be useful at Millersville include (a) having multiple one-on-one informal conversations with key decision makers to explain the initiative and answer any questions they may have before beginning the initiative, (b) not starting the initiative until and unless fundamental factors such as support from leadership and the definition of inclusion being used, are in place, (c) making sure students with intellectual disability have an official status on campus such as "full-time admitted student" or "dual enrolment student" who pay the same tuition and fees as everyone else on campus and are not seen as less than or "other than" typical students, (d) including senior institution officials in the major decision making bodies of the initiative such as the admissions and credentialing committees, (e) explaining ways that an inclusive initiative enhances the existing vision and mission of the university, and (f) including the initiative in the existing and regular universitywide decision making bodies such the curriculum and safety committees.

9. THE RIGHT STAFF CAN MAKE A BIG DIFFERENCE
Hiring the right staff is extremely important and can be a difficult
process at times. It is often hard to tell who the interviewee really
is from their resume and interview persona and the university's
hiring processes sometimes present a number of hurdles that take
away control from the hiring panel. It is also sometimes difficult
to know what the program really needs that can be matched by the
skills of the interviewee. One solution to this is to be as flexible
and adaptable as possible through the use of temporary positions,
interns and contract positions.

Currently, Integrated Studies has two full-time staff, a Director and an Assistant Director. Each complements the other with individual professional competencies. One person cannot do or know it all but each can share a love of students and of the work. When staff work as a team things can go very well for the initiative.

10. DEALING WITH RESISTANCE TO INCLUSION One area of complexity in this work is dealing with people who

think that students with disabilities should not be on campus let

alone in the typical classroom. This attitude is a reflection of much of the history of disability and is also typical of the broader society and it should not be surprising that campuses share these views with society at large.

Sometimes the resistance is just discomfort resulting from not having interacted with somebody with a disability prior to coming to university. Sometimes it is status quo bias and not wanting to change because people are comfortable with the way things have always been done. Sometimes people may be wary of trying something new because of past negative experiences.

It is important to realize that not everyone will be convinced about the value of inclusive postsecondary education and that sometimes drinking lots of cups of coffee and having quiet conversations, while unlikely to get a student into a particular classroom, is still worthwhile in that it may remove some of the fear or stigma that may be present. In the end, it is important to acknowledge that not everyone will share this vision of inclusion and that some students will not get to participate in some classes but that there

may well be somebody else that teaches something similar and is open to inclusion.

11. SUSTAINABILITY

Integrated Studies has been approved by the Millersville University Council of Trustees which provides a great deal of support for the sustainability of the initiative. The fact that the program is financially self-sustaining is an important factor in its sustainability. Currently the Trustees give all tuition and fees back to the program (minus a 10% administrative fee). While this is rare on campus, if this practice ended the future of the initiative would be significantly jeopardized.

12. RECOGNISING THAT UNIVERSITY IS NOT FOR EVERYONE

A final point to make is that while college may be the most culturally valued option for transition to adulthood it is not for everyone. Many parents feel pressured to push their son or daughter into inclusive postsecondary education because there are very few other postsecondary options available to students with intellectual disability. There are very few inclusive career

exploration and workforce development options such as inclusive technical institutes or other kinds of initiatives that could prepare students for competitive employment. If more inclusive career and vocational options were available there would be a better balance and more options for people to choose from and students who did not necessarily want to go to a college could have other options just like anyone else. At present college seems to be the main option to sitting at home or attending some form of "transition program" or sheltered workshop. Ideally, there should be a large number of inclusive options for students with intellectual disability to choose from.



Integrated Studies' Student at Graduation Ceremony

CONCLUSION

While staff and students are very aware of the substantial benefits fully inclusive postsecondary education offers sometimes a few stories can illustrate these experiences much better than descriptions of theories and outcomes. Here are some stories to illustrate these benefits.

TAKING RESPONSIBILITY

Lionel was the first student to graduate from the initiative. He attended MU on a mix of federal grants, school district money,

some OVR money, scholarship money and around \$2,000 from a Pell Grant. In his last semester his mother was getting the Pell Grant checks and keeping them even though the money was supposed to be used to pay tuition. During Lionel's last semester the finance office began calling the Integrated Studies office about the fact that he owed around \$3,000 tuition which was exactly the amount he was receiving from Pell Grants. When staff talked to him about it he said that his mother had received the checks and thought that the checks could be his contribution to the family while he was in school. Staff informed him that, while he and his mother can work out whatever arrangement they want about family finances, these checks were targeted for school and could only be spent on tuition. Leadership also talked with his mother, but while she agreed, she did not follow through.

Lionel did graduate because the student account office is very supportive of the program and did not prevent him from graduating as they could have done. A few months ago, two years after he graduated, Lionel visited staff on campus saying that he comes to campus regularly with some of his wages to pay something on his overdue tuition bill and that he still owed about a

thousand dollars. Staff offered to give him some scholarship money for the balance but he said, "No, I don't want you to pay that off. I want to pay that off. This was the best thing that ever happened to me and I want to pay for it." Staff offered again on subsequent occasions but he always refused. In time, Lionel paid off his complete tuition account from his wages.

TEARS OF JOY

One day staff got a call from a mother who said "My daughter Ayisha is in tears and cannot even talk on the phone because she is crying so hard and she had to go off to class. I don't know what you people are doing over there, but I'm worried." Staff began to get concerned because they had all thought Ayisha was doing very well on campus. Staff eventually tracked Ayisha down and asked her to come to the office to talk. When she came in she sat down and started to cry. When asked what was wrong she said, "No, no, no, I'm not sad I'm happy. I spent twelve years in a small school district in the same building, twelve years in the same building. Today I just went from my dorm to the cafeteria, to History, to Math. I have been to more buildings this morning than I've been in my whole life, and I did it all by myself."

QUARTERS FOR LAUNDRY

William was visiting campus on a weekend with his parents. Staff asked a current student to show him their room as part of William's orientation. William's parents watched with interest while this student show their son around his room. After saying goodbye, the student came running back down the hall to talk to William. "I forgot to tell you something" he said, talking directly to William, "you got to know this...laundry...you have to do laundry. Now there's two ways to do laundry William. It takes this many quarters for a wash, this many quarters for a dry, but it is a whole lot easier to get your mom and dad to put money on your card then you can just swipe and there's a number and you put that number in there and then you don't have to worry about all those quarters because it weighs your shorts down William. Please remember that. It's an important thing I want you to know." Then using the first names of the parents he just met, he shook their hands and said goodbye.

These vignettes offer insightful glimpses into the meaning and impact that inclusive postsecondary education can have for people with intellectual disability. Inclusive postsecondary education

pushes people's comfort zones, creates new mindsets and helps to realize a new vision for a just, open and diverse society. In doing so it can liberate people with intellectual disability from past and often oppressive assumptions and a long legacy of low expectations.

Opportunities to engage in new, exciting and life-changing ventures occur infrequently in most people's lives and careers. While such radically new ideas often bring with them a certain kind of "shock of the new," they are ultimately very gratifying to those who are privileged to participate in realizing them.

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